	FY 1990 Comparable	FY 1991 Administration Request	FY 1991 Senate Bill	FY 1991 House Bill	FY 1991 Conference Agreement [1]
			(in thousands)		
REHABILITATION SERVICES AND HANDICAPPED RESEARCH					
State grants:					
Vocational rehabilitation state grants	1,528,498	1,597,280	1,597,280	1,633,498	1,633,498
Supported employment state grants	27,630	28,790	28,790	30,949	29,870
Client assistance	7,901	8,233	8,233	8,796	8,515
Service and demonstration projects:					
Special demonstration program	32,269	17,455	17,455	20,188	18,822
Supported employment projects	9,876	9,876	10,271	10,271	10,271
Recreational programs	2,588	—	2,588	2,775	2,682
Migratory workers	1,086	1,086	1,086	1,086	1,086
Projects with industry	18,765	18,765	19,516	19,925	19,925
Helen Keller National Center	4,938	5,198	5,198	5,500	5,500
Independent living:					
Comprehensive services	12,938	13,481	13,481	14,428	13,955
Centers	26,666	26,666	27,733	28,786	28,260
Services for older blind	5,827	5,827	6,060	6,060	6,060
Protection and advocacy for severely disabled	—	—	—	1,000	1,000
Training	31,110	31,110	32,354	36,000	34,177
National Institute on Disability and Rehabilitation Research	54,318	54,318	60,378	60,600	60,378
Technology assistance	14,814	20,000	20,000	23,000	21,500
Evaluation	988	988	1,488	1,000	1,000
TOTAL	**1,780,212**	**1,839,073**	**1,851,911**	**1,903,862**	**1,896,499**
VOCATIONAL AND ADULT EDUCATION [3]					
Vocational education:					
Basic grants	850,734	884,910	—	877,654	856,503
Tribally controlled post-secondary vocational institutions	—	—	—	3,600	2,440
Community-based organizations	10,850	10,850	—	14,000	11,711
Consumer and homemaking education	34,176	—	—	34,176	33,352
State councils	7,942	7,942	—	9,000	8,783
Tech Prep	—	—	—	20,000	63,434
National programs	23,014	23,014	—	28,276	24,681
Bilingual vocational training	2,959	2,959	—	2,959	2,888
Adult education	193,783	239,714	245,000	247,714	241,744
TOTAL	**1,123,458**	**1,169,389**	**245,000**	**1,244,879**	**1,245,536**
STUDENT FINANCIAL ASSISTANCE					
Pell grants	4,804,478	5,277,000	5,414,000	5,507,000	5,370,185
Supplemental educational opportunity grants	458,650	458,650	533,000	583,000	520,155
Work-study	601,765	601,765	600,000	618,750	594,689
Income-contingent loans	9,863	15,000	10,000	5,000	4,880
Perkins' loans:					
Federal capital contributions	135,129	—	160,000	140,000	156,144
Loan cancellations	15,700	—	—	—	—
State student incentive grants	59,181	—	60,000	70,200	63,531
TOTAL	**6,084,766**	**6,352,415**	**6,777,000**	**6,873,950**	**6,709,584**
GUARANTEED STUDENT LOANS					
TOTAL	**4,450,089**	**4,539,780**	**3,900,000**	**4,539,780**	**4,539,780**
HIGHER-EDUCATION PROGRAMS					
TOTAL	**623,544**	**657,648**	**763,616**	**785,592**	**762,638**
COLLEGE HOUSING AND ACADEMIC FACILITIES LOANS					
TOTAL	**35,129**	**13,449**	**38,449**	**13,449**	**37,726**
EDUCATIONAL RESEARCH AND STATISTICS					
Educational research	50,557	61,322	61,322	66,322	60,506
Statistics	22,655	41,538	41,538	41,538	40,537
National Assessment of Educational Progress (NAEP)	17,084	18,866	18,000	18,866	18,411
National Board for Professional Teacher Standards	4,945	—	—	5,000	4,880
Educational reform evaluation	—	3,000	3,000	3,000	2,928
Education Summit followup	—	20,000	10,000	5,000	4,880
National council on educational goals	—	—	—	—	1,952
School-year extension study commission	—	—	—	—	976
TOTAL	**95,241**	**174,726**	**133,860**	**139,726**	**135,070**
LIBRARIES					
Public libraries:					
Services	82,505	—	82,500	85,970	83,898
Construction	18,900	—	18,900	19,693	19,218
Interlibrary cooperation	19,551	20,372	20,400	20,400	19,908
Training and demonstrations	855	855	1,000	1,000	976
Research libraries	5,738	5,738	6,000	6,000	5,855
Library literacy programs	5,365	8,365	7,000	8,365	8,163
College library technology	3,732	3,732	4,000	4,000	3,904
Foreign-language materials	—	—	1,000	1,000	976
TOTAL	**136,646**	**39,062**	**140,800**	**146,428**	**142,898**
PAYMENTS TO SPECIAL INSTITUTIONS					
American Printing House for the Blind	5,663	5,901	6,076	6,500	6,136
National Technical Institute for the Deaf	36,070	37,531	37,531	38,495	37,212
Gallaudet University	67,643	74,047	74,047	74,047	72,262
Howard University	182,446	185,446	200,036	195,336	195,215
TOTAL	**291,820**	**302,925**	**317,690**	**314,378**	**310,825**
DEPARTMENTAL MANAGEMENT					
Program Administration	273,303	331,000	331,000	331,000	323,023
Office for Civil Rights	44,572	49,900	49,900	50,900	49,185
Office of the Inspector General	23,110	25,800	25,800	25,800	25,178
Undistributed salary and expense savings	—	—	—	-5,000	-5,000
TOTAL	**340,985**	**406,700**	**406,700**	**402,700**	**392,386**
TOTAL, EDUCATION DEPARTMENT	**$24,724,220**	**$26,043,334**	**$26,062,051**	**$27,677,147**	**$27,426,292**
EARLY CHILDHOOD PROGRAMS [4]					
Head Start	1,552, 000	1,886,315	—	2,000,000	1,951,800
Comprehensive child-development centers	24,668	24,668	24,668	25,000	24,398
JOB TRAINING PARTNERSHIP ACT [5]					
TOTAL	**3,917,611**	**3,839,227**	**4,210,687**	**4,109,288**	**4,066,728**
INDIAN EDUCATION [6]					
Bureau of Indian Affairs programs, including B.I.A. schools	208,486	313,210	543,528	522,808	540,262
NATIONAL SCIENCE FOUNDATION [7]					
Education and human resources activities	204,000	251,000	285,000	322,350	322,350
ASBESTOS ABATEMENT [7]					
(Environmental Protection Agency)	50,000	—	54,000	48,050	51,500

Budget and E.D. Spending Bills Win Final Approval in Congress

Continued from Page 17

for poor working families, a supplemental credit for newborn infants, and a new credit to help offset health-insurance costs, which combined will be worth an estimated $18 billion over five years. And it authorizes $1.5 billion over five years to help states subsidize child care for families at risk of welfare dependency.

The deficit-reduction measure is expected to trim $40.1 billion from the fiscal 1991 projected deficit of $294 billion.

Over five years, the measure will raise an estimated $164.1 billion in taxes and cut military and domestic spending by $266.7 billion, including $1.8 billion from the Stafford Student Loan program.

Budget-Process Changes

The bill also provides for significant changes in the annual budget process, by establishing caps on separate military, international, and domestic spending accounts for three years. The caps will prevent the Congress from transferring unused military dollars to domestic programs, for example.

After three years, however, all three spending categories will have one overarching cap, and such transfers will be permitted.

In another change in budget procedures, the Interior Department appropriations bill approved by the Congress last month includes $210 million to "forward fund" several Indian-education programs next year. That would bring those programs in line with most Education Department programs, for which funds also are appropriated a year in advance.

Several of the tax provisions included in the reconciliation bill would affect school districts.

The bill increases the amount of earnings subject to the 1.45 percent Medicare tax from $51,300 to $125,000, and extends the Social Security payroll tax to all state and local government employees not covered by a government-sponsored pension plan.

It raises the fuel excise tax by 5 cents, to 14 cents a gallon starting Dec. 1.

In a change aimed at making the wealthy bear more of the burden of reducing the deficit, the bill limits itemized deductions by 3 percent of adjusted gross income over $100,000, and phases out exemptions for single taxpayers earning between $100,000 and $225,000 and joint taxpayers earning between $150,000 and $275,000.

The report that accompanied the final version of the bill spelled out an agreement between House Democratic leaders and the Congressional Black Caucus, in which the leadership pledged to seek funding increases over the next three years for education, nutrition, and housing programs.

The non-binding agreement specified construction at historically black colleges and support for guaranteed student loans. House Education and Labor Committee aides said last week they were unsure what other education programs might have been part of the pledge, which helped win votes for the overall package.

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conference

CALL FOR PRESENTERS

The program planning committee of the Second Annual Rocky Mountain Outcome-Based Education Conference invites proposals for workshops, instructional sessions, topical panel sessions or round table discussions for the conference to be held June 30, July 1, 2, and 3, 1991 in Greeley, Colorado.

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Conservative Senators Kill Omnibus Education Bill

Continued from Page 17

Helms as the ringleader, and several senators pointedly denounced Mr. Helms on the floor, noting that he had been the sole "no" vote on more than one major education bill.

Senator Orrin G. Hatch of Utah, the ranking Republican on the Labor and Human Resources Committee, protested that Mr. Helms had removed his "hold" from the bill weeks earlier. An aide to Mr. Helms had said earlier that the Senator had agreed to do so in exchange for language barring the teacher board from establishing certification requirements for private-school teachers or home schoolers.

Obstacles to Passage

Some Congressional aides and Administration officials said they think the bill could have passed without the teacher-board provisions, but others think the opponents would still have blocked it.

A key Republican Senate aide noted that opponents also feared unforeseen results from the "deregulation" proposal and objected to some teacher-training provisions for some of the same reasons they objected to funding for the teacher-standards board.

Observers said the conservatives fear that giving a federal imprimatur to the board would be "a step down the slippery slope" toward national teacher-licensing standards, which they view as threatening to private schools and home schoolers, as well as to the notion of local control of education.

The Republican aide said some opponents argued that "professional development" programs for teachers and initiatives to help teachers transfer between states could lead in the same direction.

Victor F. Klatt, director of legislation for the Education Department, noted that opponents also objected to new spending.

"A lot of them have problems creating more federal programs just from a philosophical standpoint," he said.

Some Democratic aides faulted the Administration for not working hard enough to pass the bill.

"I can't believe a call from the President would not have done the trick," one aide said.

But Administration officials noted that many of them were lobbying hard, including Roger B. Porter, the President's chief domestic-policy adviser.

"Everyone knew the President wanted this bill," said Charles E. M. Kolb, deputy director of domestic policy.

Mr. Kolb suggested that House Democrats deserve much of the blame because partisan squabbling on the Education and Labor Committee prevented the House from acting on its bill until July and resulted in the large package that eventually took shape.

The Senate approved a bill more closely resembling the President's original bill in 1989, and had planned to consider literacy and teacher-training legislation separately.

Measure's Prospects

Most observers said it is highly unlikely that the package will be revived in the same form, but all agreed that many of its provisions will resurface in the next Congress.

Despite its controversial nature, most agreed that the teacher-board proposal is likely to reappear because its supporters are both adamant and powerfully positioned.

The Administration is expected to push the President's proposals again, and Senator Jeff Bingaman, the New Mexico Democrat who is the chief backer of a national-goals panel, said he is committed to that idea. Many of the teacher-training provisions could become part of legislation to reauthorize the Higher Education Act.

A Republican House aide said Representative Steve Bartlett, Republican of Texas, will try again to create a program to fund parental-choice initiatives, and that the "deregulation" proposal may have enough support to be revived—even if its sponsor, Representative Peter P. Smith, Republican of Vermont, loses his tight election battle.

But several observers speculated that the upcoming change in leadership on the House Education and Labor Committee could make agreement on an education package more difficult. They noted that Representative William D. Ford, the Michigan Democrat who is to replace Augustus F. Hawkins of California as chairman, is considered more sharply partisan than his predecessor.

Now That the Dust Has Settled: Education Bill Box Score

Continued from Page 17

secondary schools, and for out-of-school youths. Young people between the ages of 16 and 25 can also receive vouchers of up to $5,000 for each year of full-time service to be applied to educational costs.

- The reauthorization of the Stewart B. McKinney Homeless Assistance Act through 1993, HR 3789 and S 2863. The bill removes barriers preventing homeless children from attending school, and earmarks $50 million for the extra costs of evaluating and providing services for homeless children.
- The Copyright Remedy Clarification Act, HR 3045, which strips public schools and other state entities of their immunity from copyright lawsuits.

A coalition of education organizations had opposed the bill out of fear that it would spur copyright holders to seek damages for copyright infringement.

- The reauthorization of the asbestos-loan and -grants program, S 1893.

The bill authorizes $200 million a year for the program and directs the Environmental Protection Agency to tell schools that they are not required to remove asbestos. The bill also strengthens training requirements for asbestos workers.

- The Environmental Education Act, S 3176.

The measure establishes an office of environmental education at the E.P.A. to manage teacher-training programs, to award grants of as much as $150,000 to exemplary school-based environmental-education programs, and to distribute awards for excellence in environmental education.

The bill authorizes $5 million a year for the grant program.

- Measures that would expand current anti-drug education programs and strengthen drug-free school zones.

The provisions, which were included in an omnibus anti-crime bill, S 3266, would increase penalties for crimes committed in drug-free school zones, provide more money for training teachers, counselors, and other school workers, and authorize $15 million to expand DARE, an anti-drug program that brings police officers into the classroom.

J.T.P.A. Bill Dies

One major education bill, a wide-ranging omnibus package, met its death in the Senate late last month. *(See story, page 17.)*

Other education-related bills died for lack of time, including ambitious efforts to overhaul the J.T.P.A.

The Senate began work early in 1989 on a bill that would have given the training law a greater focus on youths and basic-skills competency. But a dispute over the funding formula held up S 543 for more than a year until a hasty, half-hearted effort was made to attach a compromise to an appropriations bill during the final days of the 101st Congress.

The House bill, HR 2039, approved earlier this year, was similar to the Senate bill. *(See Education Week, Sept. 12, 1990.)*

But its funding formula was different, and House lawmakers refused to agree to the last-minute compromise worked out among senators. There was no time for a conference, and the bill died.

Observers say it is hard to predict whether the next Congress will be willing to embrace similar reforms.

The retirement of Representative Augustus F. Hawkins, Democrat of California, who sponsored the House amendments, and the resignation of Secretary of Labor Elizabeth H. Dole, a strong Administration voice for the reforms, means both will be absent from next year's effort. The chief author of the Senate plan, Paul Simon, Democrat of Illinois, is up for re-election this week.

But rather than new faces, some observers said new J.T.P.A. plans may be dictated by changing economic conditions, as higher unemployment statistics reflect a renewed need for short-term training.

"This program has been one that has focused on unemployment numbers, and unemployment is definitely going up," said Larry Jones, associate legislative director for the National Association of Counties. "Members [of the Congress] pay attention to the winds of time, and I thing that's what we're in for over the next few months."

Other Bills Not Enacted

Other bills that died with the closing of the 101st Congress include:

- A measure that would have curtailed federal funding to states that did not prohibit the sale of tobacco to minors, HR 5041.

The bill, which died in the House, would have limited growth in federal aid to states that did not adopt such a ban. The bill would have also required stronger warning labels on cigarettes and would have prohibited advertisements for tobacco products within 750 feet of a school.

- Several bills that would have required schools in areas designated as "radon priority areas" by the E.P.A. to test for the gas, S 657, S 1689, and HR 3370.

The bills were adopted by the Senate but died in the House.

CAPITAL UPDATE

Capital Update tracks the movement of legislation, the introduction of notable bills, and routine regulatory announcements.

Legislative Action

Asbestos Abatement
S 1893

The Congress on Oct. 26 gave final approval to a bill extending the grant and loan program for school-asbestos control.

Copyright Immunity
H R 3045

The Congress on Oct. 26 passed a bill to strip public schools and other state entities of immunity from copyright suits.

Drug Education
S 3266

The Congress on Oct. 27 passed an anti-crime bill that would expand drug-education programs and drug-free school zones.

Environmental Education Act
S 3176

The Congress on Oct. 26 passed a bill to create an office of environmental education within the Environmental Protection Agency.

Federal Budget
Child Care
HR 5257, HR 5835

The Congress on Oct. 26 cleared HR 5257, a spending bill that provides an 11 percent increase for E.D., and HR 5835, a budget-reconciliation bill that includes child-care legislation and deficit-reduction provisions.

Homeless Children
HR 3789, S 2863

The Congress on Oct. 26 adopted a bill to extend the Stewart B. McKinney Homeless Assistance Act through 1993.

Math and Science Education
HR 996

The Congress on Oct. 26 approved legislation to create a variety of mathematics- and science-education programs.

Taft Institute
S 1939

The Congress on Oct. 27 authorized federal funding for the Taft Institute, which organizes seminars on government for precollegiate teachers.

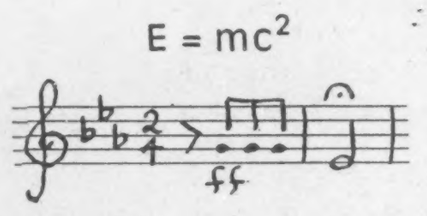
Special Education
S 1824

President Bush on Oct. 30 signed into law the Education of the Handicapped Amendments Act of 1990.

Youth Service
S 650

The Congress on Oct. 27 gave final approval to a measure to encourage school-age children and young adults to take part in community-service programs.

MASTERPIECES OF SIMPLICITY



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EDUCATION WEEK

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Florio To Consider Changing Unpopular Finance Law

N.J. Governor 'Gets Message' of Election Day

By Jonathan Weisman

Rebuked at the polls and feeling the heat in the streets, Gov. James J. Florio of New Jersey has put his plan to redistribute the state's education wealth on the negotiating table in an effort to save it from destruction.

The day after the state's most popular Democratic politician, U.S. Senator Bill Bradley, narrowly escaped re-election defeat, the Democratic Governor announced that he was willing to consider changes in the massive tax-increase and school-finance-reform package he pushed through the legislature last summer.

Those changes—sought by a powerful but deeply divided array of education and anti-tax groups—are likely to dominate the legislative agenda as New Jersey lawmakers resume their session this week.

The tax and school-finance plan's most vocal opponents say they see the Governor's move as a sign of weakening resolve, and predict its demise is around the corner.

"I don't think it's going to last out the year," speculated Sam Perelli, state chairman of the United Taxpayers of New Jersey.

But Tom Corcoran, the Governor's adviser on education, rejected such contentions. "I don't think it's a retreat," he said last week. "It's just a recognition that a lot of people are unhappy with what we've proposed."

Moreover, education-policy analysts point out, any fundamental changes in the plan are likely to face major problems in the courts.

The law was passed in response to the New Jersey Supreme Court's June decision, in *Abbott* v. *Burke*, that the state had a constitutional obligation to raise per-pupil expenditures in its poor urban districts to the levels of its affluent subur-

Continued on Page 24

AP/Wide World Photos

Gov. James J. Florio's poll ratings have plummeted in the wake of tax hikes and a shift in state aid to schools.

Ground-Breaking Voucher Program In Wis. Rejected

Impact Is Not Clear, But Appeal Is Likely

By Millicent Lawton

In a narrowly focused decision, a state appellate court in Wisconsin last week struck down the Milwaukee public schools' ground-breaking parental-choice program.

The 24-page ruling, considered certain to be appealed to the state supreme court, hinges on the method used by the legislature to enact the controversial program offering certain low-income parents state-funded vouchers for the private education of their children.

The decision by the Fourth District Court of Appeals, which will not be final until 30 days have passed, left uncertain whether the nearly 400 children now attending non-religious private schools under the plan would face a return to public schools.

"It's not entirely clear" whether the program may still operate, said Robert J. Paul, chief legal counsel for the Wisconsin Department of Public Instruction.

"There are all kinds of possible scenarios" for the fate of the program in the current school year, he said. Among the unresolved issues, Mr. Paul said, was whether state Superintendent of Public Instruction Herbert J. Grover—a staunch opponent of the program—would make a quarterly payment to the participating private schools that is due this month, before the close of the 30-day window.

But even members of the coalition that has sought to overturn the plan—including most major public-education groups in the state and the Milwaukee chapter of the National Association for the Advancement of Colored People—said they did not want to see the participating children's schooling interrupted.

"We aren't advocating that children have their lives disrupted," said Richard Collins,

Continued on Page 24

NAEP Unveils National Math Achievement Standards

By Robert Rothman

WASHINGTON—The National Assessment Governing Board late last week unveiled what could become the first set of national standards for student achievement in mathematics in grades 4, 8, and 12.

The 12-page report, presented to the board by an ad hoc panel that met last summer to draw up the standards, outlines what students at the "basic," "proficient," and "advanced" levels of achievement should know and be able to do at each grade level.

If the board approves the document, it will report the results of the 1990 National Assessment of Educational Progress mathematics assessment—the first to include state-level performance data—by comparing students' actual performance against the standards. In the past, NAEP has simply described how students performed on the assessment.

"We believe N.A.G.B.'s effort is one of the most important ever undertaken to describe what American students ought to know and be able to do in key grades," said Roy E. Truby, the board's executive director. "It should also increase greatly the usefulness of NAEP survey results as a yardstick of educational achievement."

Mary Lyn Bourque, assistant director of the N.A.G.B., called the panel's recommendations "good, solid standards" that reflect what the board had intended when it agreed in May to set them.

"They said 'proficient' means demonstrating competency over challenging subject matter," she said. "The panel tried to find challenging subject matter in the assessment, and set standards at that level."

A federally funded project currently operated by the Educational Testing Service under contract to the Education Department, NAEP has since 1969 tested a national sample of students in reading, writing, math, science, and other subjects.

In 1990, for the first time, NAEP also conducted a pilot state-level assessment in 8th-grade math in 37 states and the District of Columbia. The results of that assessment, expected to be released next June, will provide the first state-by-state comparisons of student-achievement data.

The plan to set achievement levels, adopted by the governing board in May, was aimed at making the data more useful for the public and policymakers, board members said.

Continued on Page 10

Parents as Partners:

Adding Their Voices to Decisions On How Schools Are Run

Bill Stamets

Part 4 of a special series on parent involvement in education begins on page 11.

College-Enrollment Trends for Black Males 'Less Extreme' Than Thought, Study Says

By Mark Pitsch

The widely reported plummet in the number of young black men attending college is in fact largely a statistical anomaly caused by the increasing number of white women who opt for higher education, a new study by the RAND Corporation contends.

The study, issued last week, argues that a substantial increase in the number and rate of traditional-age white women attending college in the 1970's and 1980's has created the appearance of a sharp drop in the college-enrollment rate of black males.

Moreover, while the number of traditional-age white college students has remained stable since the mid-1970's, the study says, the total number of whites between ages 18 and 24 has declined, creating a rapid rise in the enrollment rate. The fluctuations in the enrollment rate of blacks over the same period mirror an increase, and subsequent decline, in the total number of blacks in that age group.

"In some respects, enrollment trends have been particularly negative in recent years for black males," the study says. "Yet across an array of measures, this pattern is both less clear-cut and less extreme than many observers apparently believe."

Attributing the growing gap in enrollment between blacks and whites to trends among black men is "clearly inaccurate," the report says. "On the contrary," it states, "the divergence between blacks and whites

Continued on Page 10

Also in the news

5 **Grant for Goodlad**
The researcher wins $1.25 million from Exxon to help spur reforms in teacher education.

5 **L.A. Brawl**
A report on shared decisionmaking has stoked hostilities between union and district officials.

21 **Medicaid Muddle**
New federal mandates may well cost already-strapped states $3 billion over the next five years.

IN SUMMARY

Rules Causing Static
The Federal Communications Commission's set of proposed rules for a newly enacted law regulating children's televison is already bringing static from backers of the provision. **Page 4.**

Setting Goals for Cities
The leaders of big-city schools last week agreed on a plan for meeting a series of national goals and to sponsor an urban education summit next year in Washington. **Page 6.**

The Bishops Speak
The nation's Roman Catholic bishops last week endorsed a sweeping document discussing the future of Catholic schools and issued detailed guidelines on sex education. **Page 8.**

Creationism in the Classroom
A federal appeals court has upheld a lower-court ruling that teachers do not have a constitutional right to ignore directives from school officials in order to teach creationism. **Page 9.**

Status Quo in the States
Although six governors went down to defeat in this month's elections, neither political major party made significant gains in state legislatures across the nation. **Page 21.**

Ending Racial Isolation
A Connecticut state panel has issued a call for a series of desegregation measures for schools that include state funding for two-way interdistrict student transfers. **Page 22.**

Centers Grants Awarded
The University of California at Los Angeles has been awarded $14.3 million to continue operating a federally sponsored research center on assessment, evaluation, and testing. **Page 25.**

Appointments	30
Books	29
Colleges	7
Commentary	28 and 36
Deadlines	30
Events	30
Federal File	25
Marketplace	31
State Journal	21

EDUCATION WEEK (ISSN 0277-4232) is published 40 times per year (weekly except for the first week in January, the last week in June, the month of July, the first four weeks in August, and the last two weeks in December) by Editorial Projects in Education, Incorporated. Editorial and advertising sales offices are located at 4301 Connecticut Ave., N.W., Suite 250, Washington, D.C. 20008. (202) 364-4114. Subscriptions: U.S.: $49.94 for 40 issues. Canada: $72.94 for 40 issues. Foreign: $114.94 (airmail) and $82.94 (surface mail) for 40 issues. Second-class postage paid at Washington, D.C., and at additional mailing offices. **POSTMASTER:** Send address changes to EDUCATION WEEK, P.O. Box 2083, Marion, Ohio 43305. Volume X, Issue 12.

ACROSS THE NATION

STATES

West Virginia High Court Overturns Statewide Strike Injunction

An injunction issued by a lone circuit-court judge ordering striking teachers across West Virginia to return to their classrooms last March was illegal, the state supreme court has ruled.

Handed down this month, the unanimous ruling by the state's highest court said Kanawha County Circuit Judge John Hey had overstepped his jurisdiction when he issued the injunction against striking teachers statewide.

State officials said they had sought a statewide order from the single court so that each school board in the state would not have the expense of filing an individual suit. The West Virginia Education Association subsequently sued to block the injunction.

Noting that this action settled the last outstanding issue in the 11-day strike, William B. McGinley, general counsel for the teachers' union, said the ruling "upholds the notion that decisions concerning injunctions must be made on a county-by-county basis and the state superintendent should not inject himself into the local employment relationship to that extent."

State Superintendent of Schools Henry Marockie said that although the decision puts to rest the current issue, it opens debate about future legal actions the state might take on issues affecting more than one county.

■ **Texas schools that improved their scores on standardized tests will share nearly $8 million in bonuses,** Gov. Bill Clements announced recently.

Incentive awards ranging from $10,000 to $100,000 will be given to 279 schools, state officials said. The bonuses can be used at schools' discretion as long as the money is not earmarked for salary increases or athletics.

Schools were judged on their students' gains on the Texas Educational Assessment of Minimum Skills. Results of college-entrance examinations were also considered in making awards to high schools.

The awards, proposed by Governor Clements last year and established by the legislature, require each winning school to empanel a committee to decide how the bonus money should be spent. The program also will provide about $2 million for incentive awards this spring based on schools' effectiveness in reducing the number of dropouts, officials said.

In addition to the cash awards, the Governor's Educational Excellence Awards for Gains in Performance also recognized 374 schools for exemplary performance. Those schools, presented with citations, were recognized for having average test scores at least 10 percent above the state average on the state assessment.

Texas officials said that although this year's awards were based on state test scores, in the future the criteria will include such factors as attendance, parental involvement, graduation rates, and national test scores.

■ **Kentucky's higher-education council has moved to modify college-entrance requirements in an effort to get more high-school students into higher-level courses.**

The requirements, which will take effect in the 1994-95 school year, will not alter the number of credits needed to enter a state college or university, but will force students to take algebra II and biology. Those courses are now considered electives and are often replaced by general mathematics and science courses, said Michael Gardone, the council's deputy executive director for academic affairs.

Beginning in the 1992-93 school year, the state also will begin lowering the number of exceptions it allows under the entrance rules, from 20 percent of all admissions to 5 percent by the fall of 1994. The requirements do not apply to students enrolling at the state's community colleges.

In accepting the modifications, some council members warned that the stiffer requirements could hamper black enrollments at the University of Louisville, where two-year programs are more limited than at other state colleges. But Mr. Gardone added that officials are studying the Louisville situation and are prepared to work out accommodations.

Kids Know Bo

AP/Wide World Photos

Ashley Morris, a 2nd grader at Robert Stevenson Elementary School in Burbank, Calif., gets a hug from the professional football and baseball player Bo Jackson during a recent filming of a "Donahue" show. She and Kevin Nguyen, background, won an "I want to meet Bo Jackson" essay contest.

DISTRICTS

First Parents Convicted Under Chicago Truancy Crackdown

The parents of a Chicago high-school student are the first to be convicted under a stepped-up anti-truancy program in the district and could go to jail if their son misses any more school.

Anetha and Willie Dorsey were sentenced this month to a year of court supervision and could be jailed for up to 30 days and fined up to $500 under Illinois law if their 15-year-old accumulates any more unexcused absences from Amundsen High School.

The Dorseys are the first parents convicted under a year-old partnership between schools and the Cook County state's attorney's office to improve attendance, said Robert Portman, the department's chief executive officer. Jail time for parents is not the goal but a "last resort," he said.

The 9th grader, whose first name the district declined to release, missed 80 of the mandatory 180 days last year and about 18 days so far this term, said Pauline Tarvardian, assistant principal for attendance at Amundsen.

Repeated warnings, letters, and offers of assistance and counseling went unheeded by the Dorseys, Ms. Tarvardian said.

Since the anti-truancy program began last year, attendance among the mostly middle-class student body has improved to about 90 percent from last year's average of 74 percent, Ms. Tarvardian said.

■ **A federal appeals court has ruled that Cincinnati school officials do not have to provide a special, school-based program for a severely handicapped 11-year-old.**

The child is legally blind and functions at the level of a 1-month-old as the result of brain damage she incurred at the age of 2. The girl had been receiving five hours a week of home instruction from the school district, but her mother, Roxanne Thomas, had gone to court in an effort to have her daughter placed in a more intensive, school-based program with other severely handicapped pupils. She filed suit in 1984.

The Nov. 6 decision by U.S. Court of Appeals for the Sixth Circuit overturned a lower-court decision in favor of Ms. Thomas. The three-judge panel said school officials were fulfilling their obligations under federal special-education law because the child was benefiting from home instruction.

Michael Mooney, a lawyer for Ms. Thomas, said the family had not decided whether to appeal the ruling.

■ **A former high-school football player in Cleveland who was seriously injured during practice in 1985 has sued his high school and the manufacturer and reconditioner of his helmet.**

James P. Greene, a former defensive linebacker for the Madison High School football team, filed the lawsuit last month in Lake County Common Pleas Court against the school, Bike Athletic Equipment Company of Knoxville, Tenn., and Medalist Industries Inc. of Elyria, Ohio.

Bike manufactured, and Medalist reconditioned, the football helmet that Mr. Greene's lawsuit claims was insufficiently padded, resulting in his injuries when he was hit head-on during a practice in 1985.

Mr. Greene, who was 16 at the time, was in a coma for three days and underwent brain surgery to remove a blood clot. He has

PARENTS as Partners

Adding Their Voices to Decisions on How Schools Are Run

Bill Stamets

More than 3,000 parents were among the approximately 6,000 people sworn in as members of local school councils in Chicago a year ago.

Last in a Series of Special Reports

By William Snider

Tired of being left on the sidelines, a growing number of parents are asserting their voice on school-governance decisions once left solely to educators.

The most prominent example is in Chicago, where parents in 1988 gained a controlling majority on local school councils that have the power to develop educational targets and then fire principals who fail to meet those goals.

Since then, Chicago-style proposals have surfaced in several other urban districts, driven in part by the demands of poor and minority parents who feel they have been left out of the decisionmaking process.

In June, the Seattle Board of Education mandated that parents, citizens, and students constitute at least half the members of new school-based management teams that will have broad leeway in setting budgets, developing curriculum, choosing instructional materials, and evaluating employees.

In Boston, parent activists are pushing for greater control over the hiring and firing of principals.

Lawmakers in several states, meanwhile, have been asked to mandate increased parent involvement in school decisionmaking.

A proposal in the Ohio legislature would give parent- and teacher-led councils in eight urban districts significant responsibility for governing their schools. And lawmakers from Houston asked the Texas legislature this year to begin considering a reform plan that would give parent-led boards in that district some of the same sweeping powers enjoyed by Chicago's school councils.

Parents will also play a role on school-based decisionmaking teams in Kentucky as a result of that state's new reform law. By 1996, every school in the state will be required to have a six-member school-based management team—including two parents—that will have broad responsibilities in such areas as staff hiring, curriculum design, and scheduling.

Indeed, the burgeoning movement to decentralize school governance—by shifting more decisions to the school site—has given parents a new vehicle for making their voices heard through participation on school-based management teams.

Nonetheless, parent involvement in developing school policies and procedures remains highly controversial.

"It's a turf issue," says Anne Henderson, an associate with the National Committee for Citizens in Education. "When it comes to how the schools should be governed, the discipline policies, the curriculum, and so on, educators generally tend to feel those are professional prerogatives."

Cautions Albert Shanker, president of the American Federation of Teachers and a leading proponent of moving more decisionmaking authority to the school site: "Teachers need much less interference from the outside, not more."

David S. Seeley, a professor of education at the College of Staten Island, City University of New York, argues that Chicago was an exception that will not be easily duplicated elsewhere.

Continued on Page 12